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This report presented a survey of junior college programs that use students to recruit, retain, and follow up disadvantaged students. Programs using students to recruit the disadvantaged at the elementary and junior high school, high school, and community levels were reviewed. Student-to-student programs in the area of retention included the following: recruitment/retention (programs which not only recruit but also retain by providing work in basic skills), tutoring, counseling, financial aids, curriculum advising, and extracurricular activities. Follow-up programs focused on job placement or dropouts. In establishing student-to-student programs, the following questions should be considered: what types of student should be encouraged to participate; should the programs be organized by the administration, faculty, or students; should participation in the tutoring and counseling programs be on a paid or voluntary basis; and should students be included on advisory committees or merely participate in student-to-student situations. Other factors deserving consideration include: (1) some programs, especially extracurricular activities, must be conducted subtly to be effective; and (2) programs to assist disadvantaged students heighten the awareness of these students of their problems and the college's commitment to help them. If these programs are not successful the reverse of the desired ends may result. (MB)

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STUDENT TO STUDENT: HOW CALIFORNIA JUNIOR COLLEGE STUDENTS HELP THEIR FELLOW DISADVANTAGED COLLEGE STUDENTS

For
Dr. B. Lamar Johnson

In Partial Fulfillment of the
Requirements of Education 470C

By
John Paul Hernandez

Fall Quarter 1968

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INFORMATION

TABLE OF CONTENTS

I. Introduction 1

II. Recruitment..... 3

Elementary and Junior High Schools..... 4

High Schools..... 5

The Community..... 7

III. Retention..... 8

Recruitment/Retention..... 9

Tutoring..... 10

Counseling..... 13

Financial Aids..... 15

Curriculum..... 16

Extracurricular Activities..... 17

IV. Follow-up..... 19

V. Some Considerations in Student to Student Programs..... 19

Types of Students..... 19

Organization..... 20

Paid or Voluntary..... 21

Staff or Line..... 21

Student Awareness..... 22

Subtility..... 22

VI. Conclusion..... 23

Footnotes..... 24

Bibliography..... 26

Appendix A: A Description of Merritt College's Tutorial Program..... 27

Appendix B: A Description of Los Angeles City College's Student Counseling Assistant Program..... 32

I. INTRODUCTION

"In the beginning was the word..." and the U.S. junior colleges have received the word to educate the nation's disadvantaged. The Kerner Report[1], the president of AAJC[2], and Berg and Axtell[3] all exhort the nation's junior colleges to be concerned about educating the disadvantaged. California's junior colleges have been specifically charged with this task by Berg:

> These institutions (California public junior colleges), by their sheer number and by their open door policy, serve far more disadvantaged students than do all other segments of higher education. Furthermore, they are in the best position to extend educational opportunity to the countless numbers of college-age young people who are not now in any type of college.[4]

Grant also states, "The time for empiricism--to "cut-and-try"--has been with us a long while now. The committee (CJCA Committee on the Disadvantaged) wants to cut-and-try before it's too late and all of us have to cut-and-run."[5]

Hopefully this study will help the effort of California's junior colleges to meet this challenge by describing some of the colleges' programs that utilize students to recruit, retain, and follow up disadvantaged students. While there seems to be a flurry of rhetoric and activity by the junior colleges, very few of them have given much thought to creating programs for the disadvantaged which use their greatest resource--their students. Perhaps this study will be an agent for the creation of such programs.

There are sound reasons for utilizing students to work with students. First, there is a great deal of data available which points out that students talk best to students and that students can effectively help other students. In the October, 1968, Junior College Journal, Knoell says,

> Enrolled students have long been the best communicators about college, as purveyors of factual information, orientation, and a certain amount of guidance. The disadvantaged who are in Upward Bound programs or who are served by a Talent Search program are more fortunate. Most, however, are in effect denied access to the kind of assistance which students can give in recruitment and enrollment, because such help is not yet institutionalized. Student-to-student help is extended to brothers and sisters and cousins, to neighbors and fellow worshippers, and to friends. The poor, nonwhite, low achieving high school student lacks such help, when his family includes school dropouts and his friends are disinterested in further education as an instrument of mobility. Students can be organized to perform the communicating function for the college.[6]

The point is that the effectiveness of using students is well established, while that of other programs for the disadvantaged is not. Berg states, "It should be noted here that most of the programs for disadvantaged students in California junior colleges are based upon or include various characteristics identified by Coleman as being ineffective with respect to student achievement."[7]

Secondly, because junior colleges are having a difficult time finding staff members who can relate to disadvantaged students, a more effective use of students to help students might help the colleges overcome some of the problems caused by the dearth of such certificated staff. It's certainly

obvious that something imaginative must be done until such staff is available.

The effects of student-to-student programs are both on the students who are agents and the students who are objects of the agents' help. While the former effect is well known and has programs based upon it,[8] the latter effect is not as widely known and implemented, although there is research literature on it.[9]

Stuart R. Johnson at UCLA is very much concerned with the effect of student-to-student programs on the agents rather than the subjects and has proposed programs for junior colleges in which this effect can be used to benefit disadvantaged students.[10] This is an exciting dimension in the concept of student-to-student programs.

It is to student-to-student programs that this study now turns and describes programs being used by California junior colleges in three areas: recruitment, retention, and follow-up. Some of the problems involved in setting up such programs are discussed in the study's conclusion.

II. RECRUITMENT

As Knoell points out, one of the most important areas in which students can be utilized is recruitment. Very often the only real word about the local college is gotten to disadvantaged high school students through college students who share their background and went to the same high school.

Junior college students retain close ties with their high schools which makes their potential effectiveness as recruiters even greater. Because junior colleges must be able first to get disadvantaged young people to come to college before they can try to provide them with an education, recruitment is vital. Some California junior colleges are using students to recruit and are doing so in three major areas: at elementary and junior high schools, at high schools, and in the community.

Elementary and Junior High Schools: According to the Coordinating Council for Higher Education, at least twenty-one junior colleges have student tutorial projects which send college students to the local elementary schools and high schools.[11] While most of these programs are voluntary, some involve class credit.[12] The recruiting effects of such programs are indirect to be sure-- the tutees are made aware of the college-- but depending on the relationship of the tutor and the tutee could have some bearing as to whether the tutees begin to think of college as a possibility for them. Of course, if disadvantaged college students are the tutors, the tutoring experience might have a positive effect on them by making them realize the status and importance of being a college student. Even from the angle of the effect of social distance on the tutor/tutee relationship it makes more sense to have disadvantaged college students tutor disadvantaged elementary, junior high, and high school students. But, again, the effect

on the college student might be equally important and positive.

Another way of involving college students with younger children is through college operated nursery school programs for the community in which college students act as aides. Bakersfield College has such a program in a part of the community that can certainly be called disadvantaged.

A way of involving college students with younger school children is through campus visits. Bakersfield College will bring about 800 6th graders from target area schools in Bakersfield on to the campus for brief visits (field trips) in groups of thirty to seventy during 1968-69. The key to this program is the involvement of Bakersfield College students who act as guides for these children. The ratio is one college student for every two or three children. These are children who have never been to the campus and probably would not visit it in the near future. The object of the visit is to make them aware of the college and aware that it exists for them. Some disadvantaged college students work in the program. A piquant example of what might happen in such visits is the time a Mexican-American boy saw his cousin in a Spanish class being held in the campus center. He was thrilled at seeing someone he knew at college and at having been waved to by him.

High Schools: The most direct recruiting of students by students is at the high schools. This is done in several ways. Some tutoring is done in which case the activity of tutoring

can lead into direct recruiting activities such as bringing the tutee to the college campus for a visit. This was done by several students at Bakersfield College and as a result several tutees decided to come to college who probably would not have come otherwise.

Another way of recruiting high school students is through recruiting teams. These are either organized and sponsored by the college administration or by clubs on campus. If sponsored by the administration often the teams do not consist entirely of disadvantaged students and sometimes the teams speak to students other than disadvantaged students.[13] When the clubs organize the teams they are made up exclusively of members of the club who are disadvantaged and/or minority students. For example, the Mexican-American club at Barstow College holds assemblies at local high schools to encourage Mexican-American students to attend college. At L. A. Harbor the Mexican-American club is starting a program with the counselors at L. A. Harbor and the local high schools to inform high school dropouts about the college.

At Bakersfield College the Mexican-American club is producing a short play which deals with the problems Mexican-Americans face when attempting to go to college. Hopefully this play will be taken to several classes at local high schools to stimulate the Mexican-American high school students to think about attending college. The college students who take part in the play will also answer questions about the opportunities and

problems of attending college. The club also plans to have representatives to the high school Mexican-American clubs.

The Mexican-American and Negro clubs at San Bernardino Valley College send teams to the local high schools to recruit and are developing a "one-to-one" program whereby a disadvantaged student at Valley College brings a disadvantaged high school student to campus to visit classes and talk with counselors and administrators.

The Community: One of the most exciting programs is Project Sera, operated by Modesto College. The following is a brief description of the project:

> Consonant with Mandate One of the CJCA Committee on the Disadvantaged-- "We must get him to college--" is one of the jobs associated with Project Sera (Students for Education, Rural Areas). The job is that of campus-community worker. Four students, one woman and three men, will be employed for a twelve-week period, forty hours per week, to work in predominantly Mexican-American communities within the Yosemite Junior College District. Their function will be to inform youth and parents about educational activities in the area, particularly Modesto Junior College. The workers would motivate Mexican-American youth to take advantage of those opportunities available to them.
>
> Since most of the time will be spent talking with youth, setting up meetings in communities, going into migrant labor camps, and doing publicity work, the workers must speak English and Spanish fluently. The project will begin with orientation training and will end with evaluation sessions. They would be in a strong learning situation, themselves. They would learn much of community problems, resources, and effective communications.
>
> They should drive their own cars. They would be paid $2.00 an hour plus 7 cents a mile for car operation.[14]

While the project sounds good the final evaluations are not complete and there are indications that it needs vital improvement to be a complete success.

A student-to-student community project that has been partially evaluated is sponsored by the Los Rios District. This district effected a College-Awareness program in the summer of 1968 in which approximately fifteen students were used as action aides and were coordinated by a paid student who actively recruited for the colleges in the district. These students contacted about 6,000 families during the summer and produced about 150 applicants for the college.

In following the steps taken by these 150 students, the district found that about one-half completed the admissions requirements and approximately one-third actually registered and are attending school. All fifty students are disadvantaged and are primarily Negro with a small percentage of Mexican-Americans. All the students who worked as action aides and made contacts were Negroes or Mexican-Americans.

One other college has reported a student-to-student community recruiting effort. The Black Student Union of Los Angeles Harbor College is recruiting from the poverty area of Watts.

III. RETENTION

There is no point in recruiting the disadvantaged student, if once he gets to college there is nothing to support and hold him. Again, it would seem that in the area of retention that

student-to-student programs would be very effective. Generally these programs fall under six headings: recruitment/retention, tutoring, counseling, financial aids, curriculum advising, and extracurricular activities.

Recruitment/Retention: Several colleges have summer programs which are not only designed to recruit, but to retain by providing work in basic skills. The well-known College of San Mateo College Readiness Program used students who were in the College Readiness Program as tutors of other students in the program.[15] While the tutors were not necessarily superior students in terms of grades, they needed empathy, a desire to stay with the program, an ability to bridge the language gap between the ghetto and the institution, and a willingness to search the ghetto to find tutees who had dropped out of the program and to persuade them to continue. After the tutors started their face-to-face work with students in student homes, the student dropout rate was cut to zero. During the summer the tutors were paid for a forty-hour week; during the year some are paid for a fifteen-hour week. A five-day retreat, dinners by staff members, and special concert trips are attempts to build an esprit de corps among the tutors.

San Jose City College sponsors a Special Education Project, started in the summer of 1967.[16] In this program tutors are chosen for their competence in the subject matter and their attitudes toward the tutees. Minority students and students who can become role-models are sought. The tutors are paid $2.00 an hour and work ten hours a week. A few tutors are

designated as "supervising tutors" and work an additional ten hours a week. It should be noted that while the programs of San Mateo and San Jose are summer programs, they also continue throughout the academic year. Thus the retention aspect of these programs is stressed even more.

During the summer of 1968, Diablo Valley College had planned to enroll 50 students with twenty tutors. Also Monterey Peninsula College has a Tutorial and Recruitment Program which was planned in 1967. Under this program disadvantaged students are recruited and tutored by Monterey Peninsula students who went to the local high schools, through the Young Adults for Action in Seaside, and to the streets and homes to talk with prospective students. The tutoring is on a one-to-one basis and the chief task of the tutor is to help his tutee learn to study, in the broadest sense of the term. Tutors spend as much as forty hours a week with their tutees. The program's goal was to recruit 25 disadvantaged students into the summer program. Thirty-two students were actually recruited and 29 of them completed the program which is to continue into the regular academic year.

Tutoring: While the programs mentioned above rely heavily on student tutoring, they combine this with recruiting; the following programs involve tutoring only. Quite a few California junior colleges have student-to-student tutorial programs. The following is a description of several programs for which detailed descriptions are available.

Los Angeles City College utilizes student tutors in its

Development Studies Program. The block of courses in this program include basic courses in reading, speech, and psychology. The students enrolled in the program can have tutoring if they want it. In the fall of 1967 approximately 150 students of the 360 students used the tutoring service. At that time thirteen tutors tutored primarily groups of five to ten students, but in some cases they worked on a one-to-one basis. The goals of the tutoring program are to help the tutee learn to read, to abstract, and to gather facts. Many tutors are from minority groups and were previously in the Development Program. Some are paid and some get credit.[17]

At Foothill College a Study Skills Program, initiated this quarter, utilizes students as tutors. This course is an intensive course in reading and writing skills. The tutors are enrolled in English 300, Tutoring Techniques in Communications Skills, for three units of credit. They receive one hour of lecture per week and must tutor at least five hours with an assigned student. Tutors were also required to attend a training workshop early in the fall 1968 quarter.

The most complete description of a tutorial program available to this study is that operated by MerrittCollege. The full description of the program, written in June, 1968 by Mrs. Dorothy Thompson, the project coordinator, is provided in Appendix A.

Two special arrangements regarding tutoring programs need to be mentioned. The first is the use of tutoring centers. Several schools specifically describe their tutoring activities

as taking place in a learning center. Sacramento City College has a Workshop and Laboratory in Basic Writing Skills in which extensive use is made of student tutors. Contra Costa College has a building used exclusively for tutoring. During 1967-68 there were seventeen tutors (four black and two Mexican-American) who were chosen because of personal commitment and subject matter competence. The building in which the tutoring took place has facilities for one-to-one contacts as well as areas for larger group discussions. There is also a central place, with a student secretary, for filling out tutoring forms and for scheduling. Each tutor is paid $1.75 an hour for a fifteen-hour week. He spends twelve hours directly with tutees, two hours in preparation and/or in conference with the coordinating counselor, and one hour in a meeting with all the tutors. These meetings are used in part for sensitivity training and are considered very important.[18]

The College of San Mateo also has a facility, part of which is used for tutoring disadvantaged students only. It is called the College Readiness Center which houses all the services available to College Readiness Program students. Pasadena City College has a large and well organized Tutorial Center which is open from 9 a.m. to 4 p.m. each day. During the fall semester there were 400 requests for tutoring and forty tutors, many of whom were college students. An attempt was made to get minority students who could serve as role-models.[19]

The second special tutoring arrangement to be noted is the

involvement of campus clubs in organizing and running tutorial programs for college students. All of the above programs are run by the college administration and faculty, but in many colleges student clubs run the programs. For example, at San Francisco City College, the Los Rios District, Laney College, and L. A. Harbor College the Black Student Unions offer tutorial services. At Barstow College and L. A. Harbor the Mexican-American clubs do it, and at San Diego City, Fresno City, and Taft colleges the local chapters of Alpha Gamma Sigma do it.

Perhaps Berg best sums up the advantages of student tutoring programs:

> Tutoring has been found to be effective in raising achievement levels because it focuses upon individual learning difficulties.
>
> A minority group member who is given an opportunity to tutor a student of his own ethnic group or a student from another minority or the majority group not only receives financial aid but also experiences a significant enhancement of his own status. At the same time, he becomes a role model for other students of his ethnic group.
>
> Tutoring by members of the majority group creates an opportunity for them to become closely and personally involved with minority group members and to gain an understanding of the culture and special needs of the disadvantaged minority group student.[20]

On the debit side he specifically mentions that, "There is a problem of continuity since the tutors frequently move on to other colleges after a few semesters or quarters."[21]

Counseling: Regarding student-to-student counseling, Knoell asks, "Are students used as an arm of the admissions or counseling office to recruit and then to assist the traditional

noncollege goers?"[21] Certainly there would seem to be many reasons to use students as counselors: that students talk to students more readily than to adults, especially disadvantaged students, and that the use of students to communicate the kinds of information (e.g. financial aids, registration) which don't require professional training to communicate would somewhat relieve the professional counselors' load.

One of the most thought out and complete student-to student counseling programs reported to this study is coordinated by Claude Ware at Los Angeles City College. A complete description of this program, written in Fall 1968, is proved in Appendix B.

At Laney College counseling aides are used in the counseling office in order to encourage disadvantaged students to use these facilities. These aides assist students with orientation, visit groups or classes, perform routine tasks in the counseling office, and assist students in working out their time schedules, etc., during registration.

Bakersfield College is attempting to use students as counselors in two ways. The first is to recruit disadvantaged students to be student advisors who are hired through the college work-study program and who work ten hours a week. At present there is one such advisor who is a leader among the Mexican-American students. He tries tc identify student problems and solve them by getting the students to the right people on campus. So far he has been most effective in helping

Mexican-American students who need financial aid. He is attempting to recruit other Mexican-American students as student advisors. The college is also actively encouraging its minority clubs on campus to organize their own counseling services. The college will help them in anyway that it can by providing the training and the resources the clubs need to develop their own counseling materials.

Financial Aids: There seem to be three ways in which students are involved in providing financial aids to disadvantaged students: through the associated student body, through clubs, and through the financial aids office.

At Merritt College the associated students provide half of the matching funds for the N.D.S.L. loans and make available scholarships to qualified students on the basis of achievement and need. Also at Santa Barbara City College the associated students are giving money toward scholarships and loans for disadvantaged students of all races. The student body at San Jose City College gives a $500.00 grant to two minority clubs on campus, Negroes on Campus and the Mexican-American Amigos. It also provided lunches for the students enrolled in the college's summer Special Education Project. At Los Angeles Valley College the students provide $3000.00 to help needy students continue their education at the college. Tutors' salaries are in part funded by the student body at Monterey Peninsula College, and at Laney College the associated students help support a "quick loan" program for disadvantaged students.

As for the club financial aid, at Laney College the Black Student Union has a book pool from which students unable to purchase textbooks can borrow books. The Mexican-American club at Bakersfield College is organizing a club book loan and/or scholarship program.

Merritt College plans to have students work in an active counseling role with regard to the college's emergency loan program, and at San Francisco City College there is student help in the financial aids office. The rationale for these programs is provided by the financial aids officer at Merritt College, "It is felt that students would be in excellent position to ascertain the emergency needs of other students."

Curriculum: Exactly how do students fit in curriculum development for disadvantaged students? Not many colleges specifically mention students involved with curriculum development for disadvantaged students, although many mention the presence of disadvantaged students on general advisory committees. Just how is the voice of the disadvantaged student heard in this area? College of the Siskiyous has a committee of about twenty students that work on a curriculum committee with the dean of instruction. One of its functions is to try to work out special classes for minority groups and individuals. At Imperial Valley College there is one student employed under E.O.A. acting as assistant director for the program "Start," a program to recruit and retain disadvantaged college students. He is a Mexican-American student and has six to eight students on an advisory committee to assist in

planning the "Start" program for the Spring 1968 semester.

Perhaps a classic case of the involvement of students in developing curricular programs for the disadvantaged is described by Doris A. Meek in the October, 1968, issue of the Junior College Journal.[22] In this case a group of black students on campus, the Soul Students Advisory Council, presented a proposal to the Instructional Council of Merritt College (department chairmen, student personnel, faculty senate, and student body representatives) to correct the wrongs of the past 400 years and to institute a more extensive reading program. This proposal resulted in the employing of another reading specialist, the development of black history courses, an Afro-American Studies Committee, the offering of an Associate of Arts major in Afro-American Studies, and the creation of a Department of Afro-American Studies (one of the responsibilities of the coordinator of this program is the future development of the program with the assistance of black students).

Extracurricular Activities: Several colleges have definite ways in which they attempt to involve disadvantaged students in the extracurricular activities of their campuses, ways which are student-to-student. The most obvious is through the creation of clubs on campus for minority students. The clubs can provide an identity base for minority students as well as sponsoring social events which campus activities in which minority students are more likely to participate. If these students begin to

participate in their own activities they are more likely to begin to participate in other campus activities. For example, at Laney College the Black Student Union has sponsored such events as an Afro-American fashion show, an Afro-American ball, African dance and music presentations, and talent shows. The Black Student club at Bakersfield College has sponsored several campus-wide dances which have attracted both black and white students. The Mexican-American club has sponsored several club parties on campus. Both clubs plan to bring speakers on campus.

Minority clubs also give these students a voice in campus politics by providing them with a political power base. Again, at Bakersfield College the Black Student club has been responsible for the election of an ASB vice president and a homecoming princess in the past two years.

At campuses where there are disadvantaged students, the student government of the college can and should be the instrument to create the structures and opportunities for fuller participation by disadvantaged students in the extracurricular activities of the campus. This takes sensitivity and imagination. For example, how difficult is it for students to form a club? What determines the eligibility of students to vote in student body elections (is this a fair criterion in light of the economic situation of many disadvantaged students)? Are there means for minority students and majority students to come together naturally? How about the composition of the student judiciary body-- how is it determined? These are only a

few of the questions that must be asked if the college student government is to encourage full participation of disadvantaged students in extracurricular activities.

IV. FOLLOW-UP

What little is done here is in two areas: job placement and follow-up of dropouts. At Bakersfield College the Mexican-American club is giving out some information regarding job placement, but this is not yet on a regular or a formal basis. Some of this is done by the student advisor whose work is described in the section of this study on counseling. At American River College the Black Student Union and the student council are attempting to follow up disadvantaged student dropouts. And at Bakersfield College the student advisor plans to do some work in this area. The value of students following up dropouts is that they may be able to persuade them to continue and/or find out the real reason that they are leaving college.

V. SOME CONSIDERATIONS IN STUDENT-TO-STUDENT PROGRAMS

The following are some of the problems that arise when a college sets up student-to-student programs.

Types of Students: Are only intelligent, academically successful students to be utilized or should students with the same problems as those they wish to help be involved? It seems that when programs involve more than tutoring, perhaps the establishing of a more complex relationship as in the College Readiness program at San Mateo College, students

are much like those they are attempting to help. In fact San Mateo makes a point of this, "In effect, tutors are students, and the distinction was arbitrary andnot a reality."[23] This would also seem to hold true in cases where the effect on the tutor is considered to be as important as that on the tutee. On the other hand, when the student-to-student programs involve tutoring only, colleges tend to be more apt to use brighter and often non-disadvantaged students. Perhaps a middle ground is the use of disadvantaged students who are successful in college and can serve as role models for those they tutor.

Organization: While many programs are organized and administered by the college administration and/or faculty, there can be a problem with students--minority students who are militant--who feel that they should do it themselves, rather than letting the college do it. They sometimes (and with good reason) feel a distrust of the "establishment," of which the college is a part, and feel that for a student to be employed by the college is for him to be seriously compromised. This probably occurs where the minority students have a strong sense of unity and thus might be able to organize and follow through on some programs. In this case the college should certainly support them in any way that it can. Yet even if they do not have the manpower or the time to organize their own programs the college should certainly involve them in any and all plans that it is formulating

concerning them. In some cases if disadvantaged students are not involved in planning their programs, they might go to the outside for help and formulate programs that are more relevant to other colleges.

Paid or Voluntary: There seems to be some question as to whether students acting as tutors or counselors ought to be paid. Of the colleges where this came up, the feelings are that they ought to be paid. At San Jose City College one instructor stated that the value of paying tutors, especially Mexican-Americans, for using their heads, is "effective in changing the attitudes held by some Mexican-American parents that their children ought immediately to go to work to earn money, instead of wasting time in college."[24] At Los Angeles Valley College someone observed that if tutors are not paid, some students do not feel that they can ask for a tutor's time.[25] Yet many of the programs operate on a voluntary basis and perhaps the value here is in the idea of voluntary service (more appropriate to the non-disadvantaged tutors?). Yet in most of the complex programs using a large number of students, and involving a great deal of student time and training, the students are paid for their work.

Staff or Line: Many colleges involve disadvantaged students on general advisory committees. While this has value, is this the area where the student can most effectively contribute to programs for the disadvantaged? What can a student say on a curriculum committee, for example? Or does he say anything? And is what he says representative of many students?

Aren't students more effective on line jobs working directly with other students, whether as a club member or as a tutor? Of course students ought to be on committees which make decisions directly affecting them, yet colleges cannot stop here, thinking that they have full, true, effective, and maximum student participation. They must go beyond the "token" student syndrome.

Student Awareness: When a college involves its disadvantaged students, as such, in programs for disadvantaged students, whether these be through the college administration or through student organizations, it heightens the awareness of these students concerning their problems and the college's obligation and promises to help them get an education. The college must be ready to deliver the goods or its disadvantaged students may become dissatisfied (with good reason) and alienated from the college because the college promised and then didn't deliver. This could effectively kill any college program for the disadvantaged student--students talk to students (presto, a student-to-student program in reverse).

Subtlety: In the area of extracurricular activities, the efforts of colleges to create student-to-student programs cannot be as overt as those in the areas of recruitment, the other areas of retention, and that of follow-up. The goal of extracurricular activities is to make the student feel a part of the campus through coming in contact with other students; this must be done subtlely by creating and making

available the structures that will give the disadvantaged students access to the same natural avenues to extracurricular participation that are open to the non-disadvantaged students. Creation of these natural avenues is not easy, yet this is the area where disadvantaged students often feel most alienated from the college. And this is the area where only student-to-student programs will be effective. Both the non-disadvantaged students, through clubs and student government, and the disadvantaged students through their organizations can do the job. In the last analysis, however, only the disadvantaged can create their own avenues. In a way, more than in any other aspect of college life, this is their ball game.

VI. CONCLUSION

The CJCA Committee on the Disadvantaged states the California junior colleges' mandatory commitments regarding disadvantaged students are getting them to college, keeping them there, and getting them on to a four-year school or a decent job.[26] In this effort there seems to be no doubt that junior college students must play a very important and indispensable role.

FOOTNOTES

1. T. Wicher, Report of the National Advisory Commission on Civil Disorders (New York, 1968), p. 453.

2. Stuart E. Marsee, "Who Needs the Community College?" Junior College Journal. XXXIX (September, 1968), p. 9.

3. Ernest H. Berg and Dayton Axtell, Programs for Disadvantaged Students in the California Community Colleges(California, 1968), p. 4.

4. Ibid., p. 1.

5. Eric Gattman and Sherman Grant, Call to Action (California, 1968), p. 8.

6. Dorothy M. Knoell, "Are Our Colleges Really Accessible to the Poor?" Junior College Journal, XXXIX(October, 1968), p. 11.

7. Berg, pp. 5 and 6.

8. Donald R. Cressey, "The Theoretical Foundations for Using Criminals in the Rehabilitation of Criminals," (Urbana, 1964). Stanley R. Frager and Carolyn Stern, "The Use of 5th and 6th Graders as Tutors of Kindergarten Children in Prereading Skills," (Boston, 1968).

9. B. Lamar Johnson, Islands of Innovation Expanded (Los Angeles, 1968, in press), chapter 11.

10. Stuart R. Johnson, "Students as Teachers," (Los Angeles, 1968).

11. California Higher Education and the Disadvantaged: A Status Report (Sacramento, 1968), p. 8.

12. Students at Bakersfield College can enroll in Social Science 5: Practicum in Social Science for one unit of credit; at Contra Costa College they can enroll in Education 120; and at L.A. Harbor College tutoring is done in conjunction with Sociology 20 and Education 1.

13. Much of the information in this study was obtained through letters and interviews. Only that factual material where the source includes a fuller description has been footnoted. Also footnoted are the documented opinions other than my own.

14. Gattman and Grant, p. 27.

15. Gattman and Grant, pp. 11-14; Berg, pp. 33-34. Frank C. Pearce, A Study of Success of College Readiness Students at the College of San Mateo, (San Mateo, 1968).

16. Gattman and Grant, pp. 19-20; Berg, p. 20.

FOOTNOTES (Con't.)

17. Berg, p. 29.

18. Berg, p. 32.

19. Berg, pp. 28, 32-33, and 35.

20. Berg, p. 38.

21. Knoell, p. 11.

22. Doris A. Meek, "Black Power and the Instructional Council," Junior College Journal, XXXIX (October, 1968), pp. 12-15.

23. Pearce, p. 4.

24. Berg, p. 20.

25. Berg, p. 29.

26. Gattman and Grant, p. 7.

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APPENDIX A

A Description of Merritt College's
Tutorial Program

Background

Merritt College Tutorial Program developed from a need to aid "low achievers" on this campus. The need was discovered by counselors whose counselees complained of low grades or inability to obtain average grades in their courses.

With the challenge of need before them, the counselors decided in a special meeting to set up a tutorial program under the title Project Search and Retain, which is designed to search for those persons who need aid in completing their education in an institution of higher learning, and retain them by whatever methods fit their needs in order for the student to remain in school. The need for tutoring is a segment of the "retain" category and was set into motion by a group of counselors at Merritt College. The program was staffed and run by students presently enrolled at Merritt.

Procedure

The Tutorial Program consisted of a Co-ordinator, Assistant Co-ordinator, and Office Clerk. The duties were: Co-ordinator- to organize the program, to see that all phases of it worked properly, and to work closely with Counselors who served as resource persons. Also, conduct meetings with tutors and Counselors. Assistant Co-ordinator - to make daily assignments with tutors and tutees, to handle publicity, such as announcements (Birds Word, Reporter, and posters, etc.), and to receive messages or phone calls.

Clerk - to keep assignment cards current, (an accurate record by course was outlined so that we could identify available tutors quickly in emergencies,) to type all correspondence and communications, and to receive office messages or phone calls. An atmosphere of availability of the office staff was maintained by one of the three persons being available during scheduled hours, from 8 a.m. to 4 p.m. Each person's classes were arranged in such a manner that either the Co-ordinator, Assistant, or Clerk could be contacted immediately if a tutee needed aid. The office was located in Building E-1, Room 7.

Tutors were hired on referral of Counselors or by application. Requirements for all tutors were: must have an "A" or "B" grade in the course he signed up to tutor, be a United States citizen, and currently enrolled at Merritt College. He was then processed and screened by the Placement Office and took the Loyalty Oath.

Assignments were controlled by assignment cards. Colored cards were chosen for quick recognition and referral. Tutor assignment cards were pink, tutee cards were blue, and verification of session time cards, yellow. When tutors are assigned to a tutee, the name was placed on the tutee card, and tutee's name was entered on tutor assignment card. Yellow verification cards were signed by the tutor and tutee at the time of session, and turned in to the Tutorial Office, who then turned all time in to the Treasurer's Office for payment. Tutors were paid $1.50 per hour, maximum working hours per week was 15 hours.

There were 101 tutors enrolled in the program. Of this number, 76 were active and 25 inactive. 152 tutees were active and

22 were inactive. Many of the inactive tutees either dropped the course, or progressed so well that they no longer needed tutoring. Counselors referred students to the Tutorial Office; others read announcements of the program in the school Reporter or Birds Work Bulletin.

Evaluation meetings were held bi-weekly with Co-ordinator, Assistant Co-ordinator, and tutors present. The purpose of the meetings was to exchange ideas and procedures for tutoring. Criticism was negative and positive. Example: Some students expect tutors to actually do their work for them or tell them the answer to difficult problems, such as in Physics or Chemistry. Tutors were trained to be tactful and use practical methods to motivate the student to do his own assignment. These meetings were beneficial to tutors because they were able to swap ideas and solve tutee problems among the group. If there was a problem that could not be solved by Co-ordinator or tutor, it was presented to the group of counselors working with the program, and they put it through the proper channels.

Response to the program was encouraging, as indicated by the number of hours tutoring sessions were held. Tutees and tutors worked on a one-to-one basis, with the tutors striving to motivate the student. During the month of April, there were 302 hours of tutoring; May, 856½ hours; to June 21, 347¼ hours. The program accelerated during mid-terms and continued throughout the quarter. Response or "feedback" from tutors and tutees kept the line of communication open with the Co-ordinator and Assistant Co-ordinator. Rooms were available for tutoring from 8 a.m. to

5 p.m. daily. Those rooms were also used for bi-weekly evaluation meetings with tutors and co-ordinators.

Objective

The objectives of this Tutorial Program has been to improve academic achievement of Merritt College students. To develop motivation in study habits, and to help the tutee see and experience the relevance, the interest and pride in achievement which education holds for him; also, to demonstrate that learning can be a valid and profitable leisure-time activity. To help the tutee increase his understanding of the subject matter, and improve his ability to deal with it. A warm and friendly relationship between tutor and tutee was necessary to entail personal involvement and commitment to tutoring sessions.

In summary, the program proved to be an asset in several ways--specifically, being able to work on a one-to-one basis helped both tutor and tutee participating in the program to develop a better relationship and understanding of others. The tutors and tutees were strengthened academically because of their involvement in the subject matter.

Evaluation

Two evaluative instruments used in evaluating the program were sample questionnaires mailed to tutors and tutees, and to instructors requesting information about change in grades of tutees. This evaluation is based on the group of questionnaires returned to the tutorial office.

Evaluation (cont'd.)

Feedback of questionnaires of evaluations indicate that:

90% of tutors feel that the tutee's knowledge increased in subject tutored.

95% increase in grades for tutees. (According to reports to Tutorial Office by tutees.)

65% of tutors feel that advanced courses in the same subject taken by tutee would require tutoring and 5% would not need tutoring, and 25% indicated perhaps tutoring would be required.

90% of the tutors and tutees indicated that the tutee gained confidence in the subject being tutored. 10% indication that level of confidence remained unchanged. Tutors and tutees ability to arrange and keep tutoring sessions, 50% kept accurate sessions, 50% kept sessions most of the time.

92% of tutors indicated that they benefitted from the program by communicating with others, reviewing the subject matter, and having the opportunity to demonstrate their knowledge of the subject being tutored.

All of the tutees felt that the tutors helped them to understand the subject matter considerably. A majority of the tutees admitted that they lacked confidence in their ability to pass the course. A third of the tutees stated appreciation for the tutor and the majority of tutee group gave their tutors high ratings.

APPENDIX B

A Description of Los Angeles City College's Student Counseling Assistant Program

The purpose of the student counseling program is to meet the following needs:

1. The need for a sense of belonging and being a part of the institution.
2. The need for status recognition sanctioned by the institution.
3. The need for respect from peers.
4. The need to relate effectively with peers.
5. The need for assurance in their social relationships.
6. The need to benefit from talking with someone sympathetic to their point of view.
7. The need for immediate help in the understanding of and the adjustment to the college environment.
8. The need for opportunities to practice the personal involvement of self with another human being while the self-concept is yet in a fluid state and apt to be experimental.
9. The need to have respect for self as that self is seen in the eyes of a peer--a beginning step toward achieving respect for others.
10. The need to enhance the concept of self by testing values in give-and-take conversation; assessing attitudes by daring to question others; and by realistically appraising present and future goals.
11. The need to have answered immediately, pressing questions concerning college catalogue information which may affect their student career.
12. The need to understand the reasons for good study habits and a method of achieving them.

All of these needs are derived from the broad philosophical position that the enhancement of self-hood is a primary aim of education. Therefore, the college must provide opportunities for the student to enter actively into and to deal wholeheartedly with

things which interest him, and in which he is deeply involved to learn particularly how to carry on such activities effectively. One such opportunity is provided by this new student counseling program. Nineteen students have been trained to counsel socio-economically disadvantaged students. Most of the student counseling assistants are themselves products of ghetto environment, but they have succeeded in the college environment for at least two semesters.

During the summer session of this year, student counseling assistants performed tasks which directly helped the counselee. At the same time, student counseling assistants received training in counseling techniques commensurate with their maturity and background. As a pilot program, our objectives had to be formulated as developmental stages evolved in the actual process of offering help to the counselee.

It was found that the very process of offering counseling assistance by student peers tended to generate the peer dynamics of interpersonal relationships which inevitably invited exchange of information at the effective level. A unique peer relationship was created because it was invested with the sanction and authority of the institution with official status, yet it preserved a normal peer relationship which increased the emotional impact of the counselor-counselee situation. The impact of the experience tended to be directly proportional to the counselee's immediate need for help in the understanding of and adjustment to the college environment. For the socio-economically deprived student, this need is very great indeed. Even greater is his need just to have someone listen to his problems, his fears, and his

anxieties--a listener who had time to be genuinely concerned about his welfare. Students from ghetto environments seldom, if ever, have had the experience of someone listening to them unhurriedly and with genuine interest in their point of view.

It is from the on-going process of on-the-job training that the following objectives were derived. It must be observed that the "content" involved is primarily psychological, and is derived from the following key concepts.

1. The individual knows himself better than anyone else.
2. Only the individual himself can develop his potentialities.
3. Every individual wants to grow toward self-fulfillment. These growth strivings are present at all times.
4. We cannot teach another person directly, and we cannot facilitate real learning in the sense of making it easier. We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources, and by being there. The learning process, itself, is a unique individualistic experience. It may be a difficult experience for the individual person even if it has significance for the enhancement of self.

   (Ref: Moustakes, C.E. (ed) The Self. New York: Harper, 1956, pp 9 - 11)

The above concepts refer to "content" as it affects the counselee. Content must also be defined as it applies to the student counselor in his training program designed to enable him to function effectively in the counselor-counselee relationship. It must be stressed that "content" as far as the student counselor is concerned, is largely the "self" or personality which he brings first to the training session and then to the counselee interview. In that sense "content" as far as the student counselor is concerned, varies with the purpose of the interview. For the purpose of this paper, we will be concerned with the taxonomy of objectives which relate to the affective level of behavior affecting

the counselee. Therefore, "content" for the student counselor at this level refers to the credo: "I will always strive to be a warm genuine human being to my counselee; therefore, I will refrain from prying, probing, and interpreting."

That purpose comprises the "content" of the training program for the student counseling assistant, at the affective level, but his behavior objectives also imply cognitive levels.

1. To help counselee understand the college catalogue.
2. To help counselee select schedule of classes.
3. To be a good listener.
4. To know when to refer counselee to professional counselor.
5. To be available to counselee for whatever help is wanted.

Evaluation

A research design is being devised to test whether students assigned to student counselors will reveal greater persistence in remaining in college, achieve better marks, and effect better adjustment to college and "self" as compared to a random sample of similar students who will not be assigned student counselors trained to help students achieve the above objectives to the best of their ability.